

English Curriculum Overview Year 4 2024 25

Term	Key skills in reading, writing and SL	Book study/topic	Writing genres covered	SPAG topics covered	Spelling patterns	Handwriting	Key vocabulary
Autumn 1	<p>Reading: Develop positive attitudes to reading and understating of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Writing: Draft and write by creating characters and plot in narratives.</p> <p>Spoken Language: Listen and respond appropriately to peers and adults.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p>	<p>Stories from other cultures: Proudest Blue & Wombat Goes Walkabout</p> <p>Poetry (performance)</p>	<p>Narrative (description)</p> <p>Narrative (speech)</p> <p>Poetry</p>	<p>Vocabulary development</p> <p>Auxiliary verbs</p> <p>Powerful verbs</p> <p>Speech marks/inverted commas</p> <p>Adverbs (time, place, manner, place, frequency, intensity)</p> <p>Sentence openers (ISPACE)</p>	<p>Homophones</p> <p>Possessive apostrophes</p> <p>-ing words</p> <p>Suffix -al</p> <p>Past tense irregular verbs</p> <p>Doubling consonants</p> <p>Days and months</p>	<p>New cursive scheme: breakdown to be updated</p>	<p>Subject</p> <p>Object</p> <p>Auxiliary</p> <p>Adverb</p> <p>Adverbial</p> <p>Inverted commas</p> <p>Possessive apostrophe</p>

English Curriculum Overview Year 4 2024 25

Autumn 2	<p>Reading: Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books.</p> <p>Writing: Draft and write by organising paragraphs around a theme.</p> <p>Draft and write by using simple organisational devices (e.g. heading and subheading)</p> <p>Spoken Language: Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p>	How to Train Your Dragon	<p>News report</p> <p>Information text (fact file)</p> <p>Advice writing</p> <p>Persuasive writing</p>	<p>Vocabulary development</p> <p>Adjectival phrases</p> <p>Superlatives and comparatives</p> <p>Inverted commas</p> <p>Imperative verbs</p> <p>Colons and semi-colons</p>	<p>Words containing –ture</p> <p>Words with silent letters</p> <p>-kn -gn</p> <p>Letter strings: -ei -eigh -ey</p> <p>Letter sting: -ch -ou</p> <p>'Ch' sounds like 'sh'</p> <p>Adding suffixes</p>	<p>Adjective</p> <p>Adjectival phrase</p> <p>Superlative</p> <p>Comparative</p> <p>Colon</p> <p>Semi-colon</p> <p>Inverted comma</p> <p>Imperative</p>
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English Curriculum Overview Year 4 2024 25

Spring 1	<p>Reading: Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.</p> <p>Writing: Proof-read for spelling and punctuation errors.</p> <p>Spoken Language: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Gain, maintain and monitor the interest of listeners.</p>	<p>Fair's Fair</p> <p>Issues and Dilemmas (Bill's New Frock)</p> <p>Until I Met Dudley</p>	<p>Character description</p> <p>Explanation</p> <p>Argument</p>	<p>Vocabulary development</p> <p>Adverbs</p> <p>Adverbial phrases</p> <p>Commas for clauses</p> <p>Connectives and conjunctions</p> <p>Casual conjunctions and adverbials</p>	<p>Words containing 'gu'</p> <p>Words containing 'ure'</p> <p>Prefixes</p> <p>-im</p> <p>-in</p> <p>-ir</p> <p>-il</p> <p>Synonyms and antonyms</p>	<p>Comma</p> <p>Clause</p> <p>Connective</p> <p>Conjunction</p>
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English Curriculum Overview Year 4 2024 25

Spring 2	<p>Reading: Understand what they can read, in books they can read independently, by identifying main ideas drawn from than one paragraph and summarising these.</p> <p>Retrieve and record information from non-fiction.</p> <p>Writing: Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far.</p> <p>Spoken Language: Participate in discussions, presentations, performances, role play, improvisations and debates.</p>	<p>Greek Myths: King Midas, Icarus and Daedalus, Cyclops</p> <p>Information Texts</p>	<p>Diary entry</p> <p>Information text</p> <p>Recount</p>	<p>Fronted adverbials</p> <p>Types of nouns</p> <p>Progressive present tense</p> <p>Verb-subject agreement</p>	<p>Suffixes</p> <p>-en</p> <p>-ify</p> <p>-able</p> <p>-ible</p> <p>-ate</p> <p>Homophones</p>	<p>Fronted adverbial</p> <p>Common noun</p> <p>Proper noun</p> <p>Collective noun</p> <p>Continuous</p> <p>Present Tense</p> <p>Homophone</p>
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English Curriculum Overview Year 4 2024 25

Summer 1	<p>Reading: Understand what they read, in books they can read independently, by how language structure, and presentation contribute to meaning.</p> <p>Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied.</p> <p>Writing: Plan their writing by discussing and recording ideas.</p> <p>Spoken Language: Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>	<p>The Lion, the Witch and the Wardrobe</p> <p>Poetry</p>	<p>Poetry</p> <p>Extended narrative (fantasy)</p>	<p>Vocabulary development</p> <p>Determiners</p> <p>Expanded noun phrases</p> <p>Inverted commas</p> <p>Metaphors</p>	<p>Words containing -cian -tion</p> <p>'Ch' sounded as /k/</p>	<p>Determiner</p> <p>Article</p> <p>Expanded noun phrase</p> <p>Adjective</p> <p>Inverted comma</p> <p>Prepositional phrase</p>
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English Curriculum Overview Year 4 2024 25

Summer 2	<p>Reading: Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives, and justifying inferences with evidence.</p> <p>Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read.</p> <p>Writing: Proof-read for spelling and punctuation errors.</p> <p>Spoken Language: Select and use appropriate registers for effective communication.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	The Lion, the Witch and the Wardrobe	<p>Newspaper report</p> <p>Book review</p> <p>Narrative (fantasy)</p>	<p>Main and subordinate clauses</p> <p>Commas for clauses</p> <p>Adverbials of time</p> <p>Subject / object /verb</p> <p>Statements/ opinions</p> <p>Prepositional phrases</p>	<p>Letter string -ous</p> <p>Statutory words</p> <p>Homophones</p> <p>-sion/ssion</p>	<p>Clause</p> <p>Main</p> <p>Subordinate</p> <p>Comma</p> <p>Adverbial</p> <p>Subject/ object /verb</p> <p>Statement</p> <p>Opinion</p>
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